Tahoe Truckee Early Learning Plan

For improved child development and educational services

Funded by Nevada County and Placer County First Five Commissions



Mission

We are a community dedicated to nurturing and supporting our young children and families so that all benefit from a dynamic, diverse and inclusive learning experience rich in resources and opportunities.



Vision

The Tahoe Truckee community is a place where:

- All children are valued, visibly happy and are meeting or exceeding the appropriate milestones in the five developmental domains.
- All families have access to a network of support through a collaborative core of early childhood education providers working in partnership to nurture children.
- The total community is actively engaged in supporting young child friendly activities, policies, and funding in order to provide access and choice for parents.

Early Learning Partnership

- → Tahoe Truckee Unified School District
- Community Collaborative of Tahoe Truckee
- Placer County Office of Education
- ♦ PCAC-Head Start and Early Head Start
- Placer and Nevada County School Readiness
- Tahoe Forest Hospital and Children's Center
- Sierra College
- ♦ Sierra Nevada Children's Services
- Boys and Girls Club or North Lake Tahoe
- Private Child Care Centers
- Family Child Care Providers
- Placer and Nevada County First Five
- Heidi Kolbe Facilitation



Elements of the Regional Plan

I. <u>Strategic Result: Improved Early Child Development and Educational Services</u>

Outcome:

All children are valued, visibly happy and are meeting or exceeding the appropriate milestones in the five developmental domains.



Elements of the Regional Plan

II. Strategic Result: Community Partnerships

Outcome:

All families have access to a network of support through a collaborative core of early childhood education providers working in partnership to nurture children.



Elements of the Regional Plan

III. Strategic Result: Supportive Environment

Outcome:

The total community is actively engaged in supporting young child friendly activities, policies and funding in order to provide access and choice for parents.



Tahoe Truckee Unified School District

With an unrelenting commitment to excellence, we empower our children and ourselves to meet the challenges of today and tomorrow.



Current TTUSD Early Learning Programs and Partnerships

- Sierra Teen Education and Parenting Program
- ◇Truckee State Preschool
- Adult Education Parent Co-op Preschool
- *Placer and Nevada County First Five School
- Readiness Programs and Initiatives
- ◆Community Youth Development

Nevada County First Five School Readiness

- ◆ Examples of the programs and initiatives include:
- ◆Parenting and Child Enrichment Classes i.e.
 - Toddler and Me, Active Parenting in Spanish, Jugando Juntos
- *Alpine Winters Summer School—20 children attend 4-wk SR summer camp
- ◇Kindergarten Entry Profile Project
- ◇"Club Amiguitos" "Friendship Club", Collaborative project with Truckee State Preschool, Lengua Viva, Kidzone and TDRPD.
- Enhanced Kindergarten Round-up at Truckee Elementary



Placer County First Five School Readiness

Placer County School Readiness Programs

- Kings Beach Elementary School Family Room
- ♦Kindergarten Round-Up
- ♦Pre-K to Kindergarten articulation
- ◆Partnership with Boys and Girls Club, Kings Beach FRC and early learning providers.



Tahoe Truckee Early Learning Plan

Connecting our Region through early Learning Opportunities and Collaboration

Provides multi-cultural interaction and learning. Creates new opportunities for our youngest learners. Supports parents to help their children achieve school success. Family and Community Support Welcomes entire community from preschool to adults. TTUSD Curriculum Instruction and

Financing and Revenue

Current

Nevada Co. First Five Including Preschool Enrichment and FRC \$112,000

Alpine Winters Foundation Summer School for Pre-K children \$10,000

California St. Dept. of Child Development

STEPP-\$130,000 Truckee State Preschool \$130,000

Truckee Learning and Training Center \$43,000 (start up)

Placer County First Five -- School Readiness \$60,000

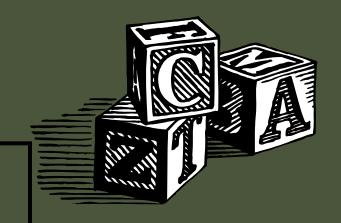
Building Blocks of the Tahoe Truckee Early Learning Plan

Articulation and Alignment

TTUSD Curriculum and Instruction-Professional Development and Curriculum Council—Pre-K/K articulation

Wrap Around Family Support
Truckee Learning and Training Center
Truckee Family Resource Center

Existing Early Learning Programs
First Five, School Readiness Programs
TTUSD Community Youth Development
Truckee State Preschool
Sierra Teen Education Parenting Program
TTUSD-Parent Co-op



TTUSD Infrastructure, Support and Fiscal Management

TTUSD Infrastructure Supporting Early Learning





*Leadership, energy, and creative thinking to restructure early learning programs within the continuum from birth to grade twelve.

TTUSD Infrastructure Supporting Early Learning

- ◆Curriculum and Instruction, Professional Development-Alignment and Articulation
- Maximize use of facilities to enhance early learning and family support
- ♦Fiscal Management and Resource Development
- Human Resources and Personnel Support

For More Information

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Presentation: Gail Tondettar

Early Learning Partnership – Blocks to the Vision – March 2006

Strangled in Red Tape	Difficult to get education to qualify	Money drives what is offered	Tuition does not cover all the costs	Our society does not value children	Parent survival & isolation prevents engagement	TTUSD Infrastructure does not exist to support Early Learning	Community compartmentalized by ages	Divisions in community cultures	Health care focuses on physical health
Bureaucratic process for obtaining permit from county -hearings -environmental reviews -surveys State/gov priorities for isolated communities New K-standards causing stress (also No Child Left Behind) Silos: FT&C's County/Gov't operating in a bubble of isolation National School Standards eliminated – arts, voc. Ed – especially for low performing students Blending funds in s complicated (fed, state, private) New ideas collide with bureaucratic process Everyone going for same funding	No alignment of EC teacher certification Complicated requirements for certification High requirements for low pay Sierra College has only one ECE teacher Bi-lingual barrier in education Availability & consistency of ECE course (limited number of courses) Difficult requirements for different providers Different standards for ECE certification	0-3 is not profitable Full day care is not profitable for providers Flexibility of scheduling versus ability to fill slots Decisions being made with financial motivation instead of best interests of child and community Disconnect between marketplace – driven child care and care schedules of working parents People cannot afford to start an EL program (high rents, county permits)	Money – living wage Childcare providers cannot afford to work in childcare Price for health care Service care providers not making living wage The community wants something (EL) they are not paying for (wages & benefits) Discrepancy between cost for parent versus compensation for providers (childcare costs) Social costs don't fit supply and demand	Personal connections & relationships build commitment Who? When? How? Early learning is not "sexy" (like kid zone) Social obligation as opposed to genuine interest in and valuation of children Hospital is not valuing child care facility Babysitter mentality People who do not work with children making policy	Family unit isolated, unsupported Parent focused on survival- not emotional and cognitive growth Don't feel they need Parenting skills Both parents working –some have two jobs + tired Children are the responsibility of the family and not the community – social "burden"?	TTUSD infrastructure doesn't support PreK currently TTUSD budget crunch limits PreK programs No room/location for Co-op PreK in KBE (TTUSD) Disagreement on best practice in language acquisition (Preschool – 12)	Parents don't know where to find babysitters/teens don't know where to find parents Fragmented populations Too much time spent within "age group" silos Community views teens/children as something to "deal" with	Community resistant to change Bi-cultural differences within each culture (language, parenting style, nutrition) Divided community between haves & have nots Diverse priorities in community	Disconnect between medical providers and child development especially at the time of well baby checks Health providers have no expertise in child development

Early Learning Partnership REGIONAL EARLY LEARNING PLAN - HISTORY BRAINSTORM December 5, 2005

	1	T	T	T	T	_
	Strong Foundation for	Transition – Women at	Social Revolution – Call for	Program/Policy Development	Opportunity Strikes	Future
	the Field (pre-1950's)	Ноте	Quality Childcare Providers	Institutionalized Childcare	Refinement/Standards	
		1950-1960	1960-1980	1980-2000	2000 - current	
	Pre - WWII	WWII	Man landed on moon – 1960's	End of Cold War - 1980	Kyoto agreement - 2000	Immigration debate
	Community College System	CA Parent Co-ops	Peace & love – 1960's	Technology boom – 1980's	9 11	Technology – MIS distance
Global	– 1950"s	Baby boomers	Vietnam – 1960 – 1973	Child Development Permit – 1980's	Pope died - 2005	learning
[0]		Sputnik – Cold War	Camelot white house	CalWorks – Welfare to work	Juan Pablo II - 2005	Universal Health Care
9		Civil rights	War on Poverty – US Pres Johnson	Gulf War	Political correctness	Peace & love
			Women's rights – 1970's		Economic divide	
	Montessori curriculum	Child care needed during	Prop 13 - 1978 CA State Preschool – 1960's	Child Abuse Prevention Councils	First 5 Tobacco funding Desired results - 2000	Preschool for All - 2010
g	1920"s	WWII	Head Start – 1965	Subsidized child care in CA – 1980's	Reggio Emilia – int'l model	Pre K standards - 2006
Li.	NAEYC - 1920"s	Stay at home moms after	Sesame Street – 1970's	SAPID – Cal Safe (teen parents &	No Child Left Behind - 2000	Educational reform
ca	Piaget – Theories of	WWII – backlash to WWII	CDA certified child development	infant/toddlers – 1990's	Technology, computers & little	\$ for library programs
-du	Development – 1940's	CPS – 1950's	associates – 1970's	Brain development research 0-5 – 1990's	ones	Child dev. Teaching credential
Œ	Kindergarten as part of	CA Children Centers	Habitat for Humanity Housing	Healthy families insurance – late 1990's	Sensory integration	Equal opportunity - 2010
Care /Education	public school – pre 1950's	Certificate	R & R's child care created - 1978	After school funding – 1990's	, ,	
(C)	Waldorf – 1930's	Southern Poverty Law	Women in the workforce - 1970's	School readiness assessment		
þ		Center – Children &		Early Head Start - 1995		
Child		Families				
じ		Waldorf Curriculum				
		Dr. Spock – 1960's		GCTT 0 to 1000		
			Truckee co-op preschool – 1960's	CCTT & its ancestors - 1980's Child care resource & referral - 1980's	KB FRC -1999- 2000	TTLC – 2006 & beyond
			Rec. & Park preschool – 1970's Rec. Center	Child care food program - 1980's	SH Cowell investment - 2000 TFRC - 2000	Teens opportunities
>			New TTUSD High School in Tahoe	WIC in KB & Truckee – early 1980's	HS center based 60 children	Cricket's preschool - 2006 KB monthly parent classes
nit			City – 1970's	Family child care developed - 1980's Child Abuse Council with \$ - late 1980's	Truckee state preschool - 2000	KB monuny parent classes KB summer co-op - 2007
			Child Abuse Prevention Council - 1970	Head Start – Home based Program of 10 families	EHS HB 22 families – 1 center	Measure H pass – build a
			Changing demographics	Subsidized Child Care - 1985	14 partnership- 2000	campus - 2008
Į.			Changing demographics	Sierra Nevada Children's Services - 1987 State Preschool in KB - 1990	Kid Zone opens - 2000	TTUSD declining enrollment
O				Sierra Nevada Children's Museum - 1990	Tahoe Children's Foundation	Cricket's infant center - 2009
Kee				First infant center – TF Hospital – 1990's	Sierra College gets a local Dean	Adults literacy – Espanol - 2010
 				Town of Truckee Incorporated - 1990 H.S. Center based 40 children - 1990	2002	Cricket's Toddler Center - 2010
<u>=</u>				Truckee Pines – 1990's	First 5 Placer – SR - 2003	Affordable Housing
Tahoe Truckee Community				Sierra College – Truckee - 1993	ACMS - 2003	
-				Early Head Start – 1995 EHS – home based program – 1996	Lengua viva - 2004	
La				Truckee family connection – 1996	Great Beginnings – Empiezo	
				"Special Delivery" @ TF Hospital - 1997	Maravilloso - 2004	
				BGC - 1998 STEPP opens – Teen pregnancy - 1998		
				Placer Co. Clinic Dental - 1999		

Future Trends – Filling in needs, opportunity, more partnering, less resources, greater needs and expectations, optimism, bilingual, bicultural community, tightened accountability, more rich people in our community, sustainable community, desire to integrate, isolating community, geographic inequities, need to be circular, regional approach to address local issues/inequities, divided/stratified community and economies, more barriers & complexity

Tahoe Truckee Early Childhood Education Plan 2006-2009

developed by the Early Learning Partnership, funded by Placer County First Five Commission, facilitated by Heidi Kolbe

Mission (Why we exist)

We are a community dedicated to nurturing and supporting our young children and families so that all benefit from a dynamic, diverse and inclusive learning experience rich in resources and opportunities.

Vision (What we see in place)

The Tahoe-Truckee community is a place where:

- All children are valued, visibly happy and are meeting or exceeding the appropriate milestones in the five developmental domains.
- All families have access to a network of support through a collaborative core of early childhood education providers working in partnership to nurture children.
- The total community is actively engaged in supporting young child friendly activities, policies, and funding in order to provide access and choice for parents.

Strategic Results

This section describes 15 strategies for the following strategic result areas:

- I. Improved Early Child Development and Educational Services
- II. Community Partnerships
- III. Supportive Environment

In each area, we have described the desired outcomes, summarized the main strategies and priority objectives. Definitions for the terms used in this section are as follows:

Strategic Result - Broad goal to be achieved throughout the region.

Outcome - A condition and/or behavior that will exist or be enhanced as a result of activities or services funded and initiated.

Strategies – Broad activities to achieve the goals and outcomes.

Objectives – Specific actions to be accomplished in the next three years.

Performance Measures – Data that shows the success in achieving the outcome.

I. Strategic Result: Improved Early Child Development and Educational Services

Outcome: All children are valued, visibly happy and are meeting or exceeding the appropriate milestones in the five developmental domains.

Strategies:

1. Align early childhood educational programs/services with the Tahoe Truckee Unified School District's (TTUSD) Kindergarten -12 (K-12) program.

Priority Objectives:

- *Restructure TTUSD oversight and support for Early Child Development* (0 5)
- Create an Early Childhood Education Infrastructure that addresses fiscal management, personnel, facility issues, funding, staff development and parent education.
- 2. Develop 0-3/3-5/K transition and articulation in partnership with early childhood educators and providers.

Priority Objectives:

- Coordinate and implement articulation through staff development center
- Use Kings Beach Elementary Pre-K/K articulation as a model for staff development.
- Consult with key education experts to select appropriate articulation strategies.
- Hold district wide monthly TTUSD articulation meetings with preschool and kindergarten teachers to share information and strategies regarding standards, curriculum, assessment and instructional practices.
- 3. Develop and implement a holistic early childhood curriculum based on cutting edge, research based best practices, outstanding standards and dual language.

Priority Objectives:

- Align the Pre-K curriculum with values of K-12 program.
- Participate in CISAAC: research and recommend curriculum options that align with best practices and values, analyze and adopt a standard assessment (e.g. Desired Results).
- Adopt high quality standards based on national best practices.
- 4. Maximize use of existing facilities.

Priority Objectives:

- *Implement Early Learning Center (TTLC) at SMMS.*
- *Move state preschool to TTLC.*
- *Hold early childhood education staff development at TTLC.*
- Hold human development courses and early childhood development lab at TTLC (future).
- Expand early childhood development programs in Kings Beach.

5. Evaluate, consolidate and share relevant research and information on early childhood education, preschool for all etc.

Priority Objectives:

- Identify and describe existing childcare development programs and note areas of unmet needs such as extended day care.
- *Organize field trips to cutting edge programs.*
- Share information with Excellence in Education and the Truckee Tahoe Community Foundation.
- 6. Inform TTUSD staff and board on the impact of early childhood education on preparation for kindergarten.

Priority Objectives:

- Present the benefits of early education programs on K-12 outcomes to TTUSD Board and staff.
- 7. Integrate early learning experience (age, socioeconomic, special needs).

Priority Objectives:

- Maximize resources to create programs that are as inclusive as possible.
- Offer opportunities for children in specialized programs to come together for play, activities and events
- Explore the local natural environment and community as a learning laboratory for early childhood education.

Performance Measures:

- A continuum of Early Childhood educational services, including enrichment programs, exist for children prenatal through five.
- > TTUSD formally commits to implement Tahoe Truckee Early Childhood Education Plan.
- \triangleright 0-3/3-5/K transition and articulation is in place.
- > Children are ready for Kindergarten (K).
- ➤ Healthier children.
- > TTUSD child development programs are well supported and housed.
- > State of the art center/program sustained for children and those that support early education.
- ➤ High quality standards are adopted and implemented.

II. Strategic Result: Community Partnerships

Outcome: All families have access to a network of support through a collaborative core of early childhood education providers working in partnership to nurture children.

Strategies:

- 8. All partners formally adopt the Early Childhood Education Plan and commit to implementation of early learning strategies in their infrastructure and programs. *Priority Objectives:*
 - Continue Early Learning (Childhood Education) Team as the collaborative core to oversee implementation and evaluation of Early Learning Plan.
 - Tie into existing organizations/collaboratives, which are already in place (such as Pathways).
 - Link with Child Abuse Prevention Council (CAPC) and other partners to coordinate parent empowerment and child enrichment activities through calendar and outreach.
 - Work with health care providers to focus on child development as well as physical health.
 - 9. Partner with Sierra College to support professional development for early childhood educators.

Priority Objectives:

- Expand professional regional early childhood education and course opportunities.
- Hold classes and labs at TLC.
- Align early childhood education certifications with Matrix and other credentialing.
- *Address bi-lingual barriers*.
- Create a career path for early childhood education and credentialing.
- 10. Value, support, and compensate early childhood educators as professionals. *Priority Objectives:*
 - Create a separate Early Childhood Education and Provider forum.
 - Support professional development to help teachers obtain college degrees.
 - Offer competitive and survey salaries and benefits for early childhood educators.
 - Align position duties using a job matrix with TTTUSD educators, state, PCOE, Placer PCAC, etc.

Performance Measures:

- Early Childhood Education Plan is implemented at multiple levels with multiple partners.
- Expanded course offerings and numbers of participants.
- ➤ Increase in early childhood educators with professional credentials.
- > Calendar is in place.

III. Strategic Result: Supportive Environment

Outcome: The total community is actively engaged in supporting young child friendly activities, policies, and funding in order to provide access and choice for parents.

Strategies:

11. Support and expand existing effective programs.

Priority Objectives:

- Expand programs such as STEPP and Preschool to more parents and children.
- Incorporate play as a leading force of social and cognitive development.
- Expand program day to full day/full year and flexible hours to accommodate working parents.
- Advocate for and implement more programs, especially 0-3 programs.
- 12. Obtain funding to meet the early childhood education and care needs. *Priority Objectives:*
 - Provide financial assistance for those offering 0-3 early education and care.
 - *Obtain grant writing support for early childhood education and care.*
 - *Blend programs and pool resources.*
 - Collaborate on grants to sustain and expand programs.
 - Work with foundations such as Excellence in Education, Truckee Tahoe Community Foundation and the SH Cowell Foundation to fund priorities.
- 13. Promote child friendly public policies that provide access and choice to families.

Priority Objectives

- Use needs assessment so that parent opinions shape the services offered.
- Early childhood educators and parents advocate with and provide information to policy making bodies.
- Research and report on early child development and early learning policies.
- Remove red tape for obtaining early childhood education and care permits.
- 14. Provide awareness and knowledge to parents through outreach and education. *Priority Objectives:*
 - Small group dialogues around early learning topics such as parent empowerment.

- Multicultural literacy groups, storytelling, and book clubs for parent with other parents.
- Parents have the opportunity to participate in facilitated parent child interaction.
- Use local media to educate via newspaper articles, press releases, ads, pamphlets at agencies, magazines, show with key messages tied in, etc.
- Showcase local children doing amazing, cool experiences at local facilities with radio and live video.

15. Promote enlightened community engagement.

Priority Objectives:

- *Participate in educational forums and planning processes.*
- *Hold community forums on emerging early childhood education topics.*
- Inform community about early childhood education via programs, guest speaking, etc.
- *Invite community members (included second home owners) to participate in programs.*
- Collaborate with the greater community on problem solving and decision- making.
- Publicize the benefits of cross age learning and intergenerational interactions.
- Facilitate children in talking with their teachers.
- Provide opportunities for teen internships in early childhood education

Performance Measures:

- Early childhood education and care options are available for parents.
- More children are served.
- > The number of programs is expanded to meet the needs.
- Program funding supports the costs.
- ➤ Multiple funding sources are used to create the high quality preschool programs.
- Policies and practices reflect an attitude of inclusion, respect and value for all facilities.
- > Increased number of actively involved parents.

Early Learning Partnership Regional Plan Development Team

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